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# *The Vocational Guidance Quarterly*

**Editor, Max F. Baer**

1761 R Street, N. W., Washington 9, D. C.

**Production Assistant, Nancy Shivers**

**Editorial Committee**

*Chairman, Marguerite Zapoleon*

4729 MacArthur Blvd., N. W., Washington, D. C.

**Charles E. Odell**

**Leonard M. Miller**

**Elizabeth Morrow**

**Thomas Clifton**

**Evelyn Murray**

And all section chairmen (listed on inside back cover)



**NATIONAL VOCATIONAL GUIDANCE ASSOCIATION, INC.**

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**1952-1953**

*President:* Max F. Baer, 1761 R Street, N. W., Washington 9, D. C.

*Vice President:* Charles E. Odell, Room 306, Old Post Office Bldg., Washington, D. C.

*Treasurer:* Mary J. Drucker, 497 East Town St., Columbus, Ohio

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Donald E. Kitch, State Department of Education, Sacramento 14, Calif.

Robert H. Shaffer, Office of Dean of Students, Indiana University, Bloomington, Ind.



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Volume I, No. 1: This is the first issue of the Vocational Guidance Quarterly, the new official organ of the National Vocational Guidance Association. The old Occupations journal has become the Personnel and Guidance Journal, official organ of the American Personnel and Guidance Association. Although the APGA journal will continue to carry articles pertaining to vocational guidance and occupational adjustment, its content will naturally reflect the broader purpose and activities of APGA. The Vocational Guidance Quarterly and the APGA journal will be complementary rather than competing publications. Thus NVGA members will receive more and better professional reading matter than ever before.

Nature of the Quarterly: This publication will deal exclusively with articles relating to vocational guidance and occupational adjustment. There

### ***Message from the***

## **PRESIDENT**

will be emphasis on occupational information and on practical "how to do it" articles. As you can see, the articles are to be "short and sweet," with a deliberate avoidance of highly technical material. It should be valuable to high school counselors, college personnel people, counselors in the Employment Service, Veterans Administration, rehabilitation offices, and private agencies. Marguerite Zapoleon and her editorial committee have made a wonderful start. Nancy Shivers, assistant editor of the APGA journal, is also helping us with this publication.

What you can do: This is your magazine. Let us know how you like this first issue. How can we improve it? What kinds of articles would you like us to publish? Would you like to submit a short, factual, and interesting article? Or perhaps you'd like to write a letter to the editor, expressing your opinion on the articles appearing in the first issue.

NVGA is on the march: The new Quarterly is tangible evidence of the new pioneering spirit animat-

ing the officers, trustees, sections, and committees of NVGA. We are going to build NVGA stronger than it has ever been. There will be more opportunities for members to participate in the work of the Association. At the same time members will get more services and benefits than ever before.

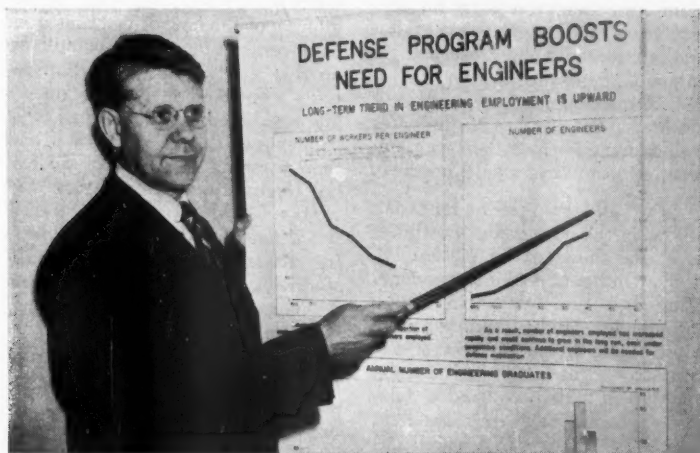
Functional sections: What were formerly known as divisions will henceforth be known as sections. There will be functional and special interest sections. Vice-president Charles Odell will serve as coordinator of sections. If you want to work with any of the sections, get in touch with the chairman of that section. You'll find his name and address on the inside back cover of this issue. The functional sections are: Occupational Research, Placement and Follow-up, Group Methods, Employee Relations Counseling, Vocational and Employment Counseling, Audio-Visual Methods, and Prediction of Occupational Adjustment.

Special interest sections: These are the special interest sections: Rural Services, Military Services, Older Workers, Young Workers, Veterans, Women, Handicapped, Mentally Retarded, Gifted Children, Minority Groups.

Committees: The new committees include: Constitution and By-Laws, Membership, Professional Membership, Publicity, Foundation Grants, Convention Program, Editorial, Advertising, and Employment. The last-named committee will try to work out a practical placement service for our members.

Give us leads: NVGA members are invited to write to me and to keep me informed of the grass-roots thinking on the work of the Association. Some of you are influential and can give us valuable leads on the following: Do you know of a foundation that would be interested in supporting an NVGA research project? Do you know of one or more advertisers who would be interested in buying space in future issues of this publication? Do you have any practical suggestions for publicizing the work of NVGA? All of you can help by bringing in new members. Thanks in anticipation.

—Max F. Baer



**An interview with Ewan Clague, Commissioner,  
 Bureau of Labor Statistics, U.S. Department of Labor**

**Question:** About three years ago the Bureau of Labor Statistics forecast a surplus of engineers for the ensuing several years. How did you people happen to make such a big error in your estimates?

**Answer:** The Bureau's Bulletin No. 968, *Employment Outlook for Engineers*, which was prepared in 1949 and issued in early 1950, represented not only our best judgment on the outlook for engineers, but also that of a great many lead-

ing members of the engineering profession who helped us by reviewing the draft of the report. The main conclusions of the report were that:

1. The engineering profession was growing rapidly, and under peacetime conditions would continue to grow by as much as 100,000 between 1948 and 1960.
2. Because of the very great number of veterans taking training under the Servicemen's Readjust-

***—Is there really an—***

**ENGINEERING SHORTAGE?**

ment Act, there would be for several years more engineering graduates than could be absorbed in engineering jobs.

3. After this temporary surplus of graduates, the number of graduates would decrease and their employment opportunities would improve.

As we all know, the mobilization following the outbreak of hostilities in Korea changed the picture entirely. On top of a civilian economy going full blast—producing more automobiles and building more houses than ever before—we superimposed a defense mobilization program in which we tried to telescope into a few years more than a decade of progress in research and development on aircraft, weapons, atomic energy, etc. The civilian and defense demands together created unprecedented demands for engineers, scientists, and technically trained people. Thus the Korean war, which of course was not foreseen at the time our report was prepared, created a demand for engineers which readily absorbed the large numbers of graduates of 1949–1952.

In a program which undertakes to provide forecasts of employment opportunities for use in vocational guidance, the Bureau of Labor Statistics expects it will make some mistakes; we would have to be superhuman to forecast economic conditions with 100 per cent accuracy. But we don't think our report on the outlook for engineers under peacetime conditions was one of them.

**Q:** *But isn't it true, as some employers of engineers say, that there was some shortage of engineers even before Korea?*

**A:** In the early postwar years there was a continuation of the

wartime shortage, but with the beginning of the flow of veterans from engineering schools, we caught up on this shortage and by 1949 reports were coming in of engineers finding difficulties in getting jobs. In general, the shortages we had then were not for new graduates, but for experienced engineers.

**Q:** *Couldn't you have anticipated that the number of engineering students would decline substantially several years after the beginning of the G.I. Bill school program?*

**A:** We did; the bulletin *Employment Outlook for Engineers*, pointed to the likelihood that the number of graduates would drop from nearly 50,000 in 1950 to about 18,000 in 1956.

**Q:** *Assuming that the size of our armed forces remains about the same as at present, what is the supply-and-demand picture for engineers for the rest of this decade?*

**A:** Considering the drop in population of college age resulting from low birth rates during the depression, and the proportion of college students normally going into engineering schools, it may be estimated that the number of engineering graduates will average around 20,000 a year for the balance of this decade. This is just about enough to meet the estimated peacetime demand. As long as defense mobilization, with its accompanying research and development program continues, this number of graduates will not be enough to meet the need for the balance of the decade. Those who do graduate, therefore, will have many choices of jobs.

For employers of engineers, the shortage may be alleviated by several factors:



1. Much of the present shortage results from a lack of experienced engineers, but this should be relieved when the graduates of the postwar period have attained several years of experience. In the four-year period 1949-1952, we will have graduated nearly 170,000 engineers—almost half the total number of engineers in the Nation in 1948.

2. Employers are doing much to improve their utilization of engineers and scientists by providing them with technical aides and other assistants to cut down the amount of routine work they do.

3. As the tooling-up phase of the defense mobilization period is completed, the need for engineers will be less critical, less of a bottleneck, in its effect on production.

*Q: Suppose that we arbitrate many of our differences with the Reds and that the size of our defense effort is reduced substantially—say about one-half—what would be the outlook for engineers under such circumstances?*

*A:* So long as we continue to have any program of partial mobilization, there will probably be great emphasis on research and development work, since the country's main reliance for national defense must be on technological superiority. The need for engineers will probably continue to be greater than the supply for a number of years, assuming any substantial defense program.

*Q: What if we have a business recession?*

*A:* The many cushions we have developed since the 1930's would tend to reduce the speed and severity of a business decline. If there were a recession in non-defense business while mobilization continued, the demand for engineers would be less than it is now but still enough to absorb new graduates at current rate of graduations. If there were a complete cessation of the mobilization program, combined with a marked reduction in non-defense demands, engineers would be affected along with virtually everyone else. But different occupations are affected differently. The extent to which engineers would also be affected would depend on how serious the recession was or what action was taken by industry and government to deal with it. A public works program, for instance, would require civil engineers.

*Q: What about opportunities for women under a continuation of present conditions?*

*A:* Very few engineers are women, but some of them have made an outstanding name for themselves in the profession. Under a continuation of present conditions, opportunities for women should improve, and the girl who is interested and able in this field should have an easier row to hoe than in the past. It may be a long time, however, before much of a dent is made in existing practices in this profession.

# *Getting*

## LOCAL OCCUPATIONAL INFORMATION

### *through a VOLUNTEER*

by HAROLD MILLER

**A** CALLER AT the New Orleans Vocational Guidance Service this summer had a problem which we solved for the benefit of other counselees. A disability had retired him from a life-long career as an insurance executive. His physician recommended that he keep

busy. But his retirement contract prohibited him from undertaking work for income. Volunteer service was one of several logical solutions. Yet, he was not attracted to the usual types of voluntary work in hospitals or social agencies.

Like other community, non-fee vocational guidance services, we suffer from a Lilliputian budget. Principles and practices notwith-

HAROLD MILLER is Executive, New Orleans Vocational Guidance Service.

*New York statistics don't give the New Orleans picture, says H. B. Lawson*



standing, there are some things which require more money than we have. And one of our inadequately met needs has been for continuous occupational research, focused directly at New Orleans. We are well supplied with nationally published data on vocations and continue to expand such counseling aids, thanks to Washington and elsewhere.

Describing our problem and need to H. B. Lawson evoked his interest. He offered his services at once. We agreed to a working schedule and a title. Mr. Lawson, as our new director of occupational research, was assigned the use of our college information room, a desk, typewriter, telephone, and writing materials, and less than \$1.00 a year. For five pleasant hours daily, five days a week, Mr. Lawson is busy at his work. His assignments flow naturally from counseling needs.

### Studying Job Fields

We started our new project with a study of various branches of designing and the literary fields. Then, we focused our inquiry upon physics, the masseur, photography, bookstore business, public relations, continuity writing, house organ editing, barmaids, foreign language vocations. Still other vocations in the project include medical record librarian, speech pathologist, recreational work, and actuaries.

Mr. Lawson develops his research with both field visits and telephone inquiries. No questionnaire studies have been carried out. Mr. Lawson, in an unhurried schedule, averages two weeks per assignment, including his survey of general occupational literature at hand.

His report includes verbatim

worksheets and a general summary sheet. We consider this work as a perpetual inventory of local opportunities because of planned periodical follow-ups. Research findings are given immediate widespread use via the medium of our agency's job columns in the New Orleans *Item*, a daily paper with a circulation of 100,000.

Another of Mr. Lawson's duties is to scan the daily New Orleans papers for items of occupational information, which we clip to our bulletin boards for a week before their transfer to permanent occupational files. He also determines which of the persons he contacts should be added to our file of "career consultants."

Prior to executing an assignment in a specific field, this occupational researcher steeps himself with extensive readings in the job of being explored. He is then able to speak intelligently and fluently on the subject. Basically, he seeks to answer the following:

- What are present-day opportunities in New Orleans in the job?
- How many are employed in New Orleans?
- What are the trends?
- What salaries are being paid at various levels of the vocation?
- What type of worker has been found to be satisfactory in the job?

Through his surveys we have disproved certain common illusions relating to job patterns in New Orleans. This city is universally renowned as a cultural, artistic, and musical center, and attracts migrant personalities with such interests who feel that local job placement is readily to be had. The facts do not support such reasoning. From our surveys we can only conclude that

gainful employment in cultural areas is even more difficult to secure in New Orleans than in cities of comparable size. The writer, artist, and other creative persons may possibly find inspiration in New Orleans, but we cannot recommend it as a center for employment in the arts. For example, we number only a handful of designers, models, serious musicians, actors, and writers who earn a livelihood in the field of their interest. Opportunities apparently flourish elsewhere, for our talented natives are known to pack up for greener pastures.

The New Orleans Vocational Guidance Service is a comparatively new service in the community, dat-

ing from its 1948 founding by B'nai B'rith. In 1951 it came under the auspices of a community-wide board. More frequently than not, those from whom Mr. Lawson requests data are unfamiliar with our work. He interprets our services to justify the need for the occupational data. Thus, public relations is an excellent by-product of his research.

In consequence of Mr. Lawson's voluntary work, we make our occupational counseling less sterile and more definitive to our clients who want to work in New Orleans. I recommend that other agencies not now doing so contemplate a similar pattern of activity.

### *News from U. S. Office of Education*

Earl J. McGrath, Commissioner of Education, has called a conference for September 8 and 9 on the rebuilding and strengthening of student personnel and guidance services in the Office of Education. Organizations invited to participate are the National Vocational Guidance Association and other divisions of the American Personnel and Guidance Association, and Division 17 of the American Psychological Association.

• • •

The Tenth Annual Conference of the State Supervisors of Guidance and Counselor Trainers convenes at the Kellogg Center for Continuing Education, Michigan State College, East Lansing, Michigan, September 13, 14, 15, 1952.

• • •

The following bulletins related to counseling high school and college students during the defense period were prepared and published through a cooperative effort of the Office of Education of the Federal Security Agency and the Education Division of the Department of Defense: *Counseling College Students during the Defense Period*, *Counseling High School Students during the Defense Period*, *Students and the Armed Forces*. Free copies have been distributed to each high school, college, and university in the United States. A limited number of free copies is available from the Office of Education.

**I**F, AS HAS BEEN SAID, the selection of a vocation is one of the most important decisions an individual makes in his lifetime, then high school graduation time, when so frequently that choice is made, assumes paramount importance. So thought the staff of 12 high schools in two counties in East Central Alabama when they joined hands with the manager of the public employment office of Talladega, Alabama, to bring a complete testing and job counseling service to their approximately 500 June, 1952 graduates.

The two counties, Talladega and Clay, are typical rural and small-

JOHN B. BETHEA, JR., is Chief Employment Counselor, Alabama State Employment Service, Montgomery, Alabama.

industry areas. Their combined population is 77,568, with the labor force roughly estimated at 27,000. Alabama is one of the few states that has no full-time guidance supervisor in its State Department of Education. Only a few of its larger high schools have full-time vocational counselors. In none of the high schools in Talladega and Clay is there such service. Hence the counseling and testing facilities of the Employment Service are all that are available.

#### **Ingredients of Joint Program**

In the joint program, three ingredients were stressed: (1) Complete understanding and cooperation in this joint effort of faculty, students, and Employment Service. (2) Vision to see the "long haul"

## **COOPERATION *Does It***

*says*

**JOHN B. BETHEA, JR.**

*No square pegs  
in round holes when  
the schools and  
employment service  
work together*



objective of each boy and girl. (3) Add a generous dash of realism "bitters." The problem of a job-hunt in rural, small-industry communities can be grim and discouraging.

Normally an individual comes to the employment office for service. In this program, the Talladega local office carried its facilities to the schools. Early in the year, the Employment Service went into a huddle with the county superintendents, who in turn conferred with high school principals, arranging for initial conferences with employment office counseling staff. At these conferences dates were set and arrangements made for general orientation and screening meetings with the entire senior class and for use of school records. At senior orientation meetings, it was explained that the Employment Service's General Aptitude Test Battery and counseling interview are job selection devices and not curriculum planning tools. However, no student was screened out, even if college was definitely in his plans, if he wanted to take advantage of the service.

The General Aptitude Test Battery was given to groups of 13. This test provides a measure of 10 aptitudes that have been found important in varying degrees in almost 2,000 occupations. Following the scoring of the tests and prior to the individual counseling interview, the employment counselors and faculty members conferred on each graduate. The test results were discussed and the faculty gave the counselors the benefit of their years of experience with the students—their knowledge of such personality traits as capacity for leadership, cooperation and

team play, ability to work under stress, industry, stick-to-it-iveness, and cheerfulness.

Then followed the individual counseling interview where the usual areas of exploration—student's expressed goal, school achievement, work history (if any), family background, physical characteristics, test results, interests and leisure-time activities and other factors—were discussed and job objectives arrived at after considering a range of opportunities. Suggestions were given as to what the student could do to assist in his job-hunt and when next to contact the Employment Service.

Of 503 seniors, 423 participated. Just prior to graduation all participants were contacted so that the employment office would be up to date on last-minute changes of plans. The 267 who responded were re-interviewed where appropriate. The 156 not responding were generally farm boys and girls who will contact the office later when "crops are laid by."

All employers in the area were circularized by letter in behalf of these students; many were personally contacted. Here is the score 35 days after graduation: Eight of the girls entered nurses' training. Seven boys have enlisted. Definite college plans have deflected another group. Twenty-four reported "still undecided"; after all, it is summer and vacation time, they argue. Ninety-seven have been referred to jobs by the local office. Fifty of these have been placed according to plan; 10 have received stop-gap employment; 13 have gotten jobs on their own.

Much larger figures are expected when the full story is told.

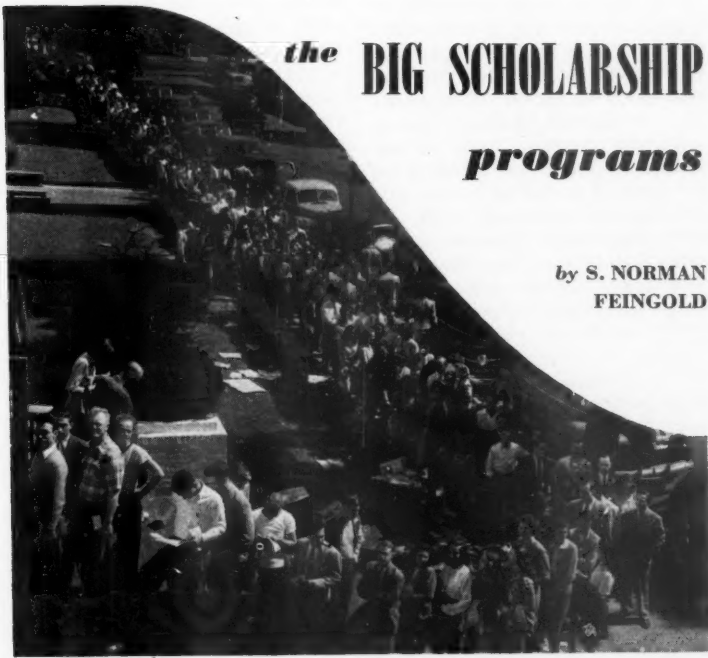
**T**HIS ARTICLE will discuss the scholarship programs of a few of the larger foundations and funds. Other big programs, such as those of the Buffalo Foundation, Joseph Collins Foundation, Angier B. Duke Memorial, General Electric, National Foundation for Infantile Paralysis, Edward Rector Scholarship Foundation, and Sears Roebuck Foundation could have been included had space permitted. At a later date two other articles on

S. NORMAN FEINGOLD is Executive Director, Jewish Vocational Service of Greater Boston, and author of *Scholarships, Fellowships and Loans*.

the big fellowship and big loan programs will be written for publication.

While the larger scholarship programs are perhaps more spectacular, have more funds to award and administer, and may have fewer limitations as to specific geographic location and vocational goals of the applicants, they often receive many more requests for aid than they can fill. The smaller funds, and this includes local and regional funds, do not have as much money to distribute nor do they have as many requests for aid. The competition often is less severe.

*A scholarship is many a bright youngster's ticket of admission into the registration line.*



## *the* **BIG SCHOLARSHIP** *programs*

by S. NORMAN  
FEINGOLD



Experience has shown nevertheless that many scholarships have gone begging and still do.

The school of one's choice probably has scholarships available. Students should not hesitate to apply. Don't overlook local service organizations as well as local foundations. They may give only a few scholarships a year but they may be of great help. In recent years these small funds have shown rapid growth both in number of funds and in the amount of money they award.

### **A General Fund**

The Jessie Smith Noyes Foundation, Inc., of New York City is an example of what may be called a general fund. Scholarships are available to anyone irrespective of geographic location in the United States and vocational goal provided that the recipient is at least a sophomore in college. Students who wish to go on for graduate work or who are enrolled in graduate school are also eligible. Scholarships or loans are awarded on the basis of a student's needs and excellence in academic work and character. Each applicant is considered entirely on his or her merit. The amount of the stipends may vary considerably. For the 1951-1952 academic year aid was granted to 191 recipients. The terms by which the funds are made available provide that about one half of the money be allocated to Negro students, especially those in medical school, and the other half to non-Negro students. The Foundation is one of the newer educational funds and was established in 1947.

The Chicago Community Trust administers three scholarship funds. Assistance is limited to graduates

of Cook County, Illinois, high schools. In September, 1952, approximately 150 young men and women receiving its help will be enrolled in various colleges and universities. The William J. Cook Fund is available to approximately 90 boys for use in any college or university of their choice. The awards range from \$150 to \$1,750. The Ephraim Blake Shurtleff Fund, established in 1950, provides that both the principal and income be used up in 10 years for scholarships in engineering, teaching, theology, and social work training. This is of particular interest; too often funds are established for a specific purpose and in time as conditions change can no longer be used. The third fund, the Seabury Nursing Scholarships, awards \$5,000 a year for nursing scholarships for girls in seven named Cook County hospitals. The funds administered by the Chicago Community Trust represent several types of scholarship aid. Funds are available only to graduates of Cook County high schools. The Cook and Seabury scholarships further specify sex of the recipients. The Shurtleff and Seabury scholarships specify the fields of study. The Chicago Community Trust does a particularly detailed case-work job with carefully worked out budgets for each scholarship recipient. It is their belief that flat amounts are uneconomical in that they are either too much or too little. In the administration of student aid funds this appears to be a definite trend.

### **4-H Scholarships**

The National 4-H scholarships are administered through the National Committee on Boys and Girls Club Work, Inc. located in Chi-



cago. The scholarships are open to 4-H members who have completed at least three years of 4-H club work and who are between the ages of 14 and 21. Scholarships should be used toward a course at a state agriculture college although exceptions may be granted upon written request. The contests by which the scholarships are awarded are carried out in connection with the County Extension Agents. Interestingly enough, the 4-H movement, which was originally completely rural, is becoming more and more a part of urban areas. Funds are available for approximately 148 scholarships of \$300 annually and two of \$150 each. The National 4-H scholarships represent both funds available for members only and scholarships granted through competition in a specific area of activity as well as for study at a specific type of institution.

The Ford name has carried with it many new types of educational programs at various educational levels. In one program 12 colleges and universities, Chicago, Columbia, Fisk, Louisville, Utah, Wisconsin, and Yale universities and Goucher, Lafayette, Morehouse, Oberlin, and Shimer colleges, are participating in the Fund for the Advancement of Education for an accelerated college education for bright students. A grant of about \$2 million to the participating schools permits students below the age of 16½ to complete the first two years of college. The participating colleges and universities select the students, and more information about the program may be obtained from them. At least three-fifths of the recipients go from their sophomore and junior years of high school directly to college.

In addition to full tuition, up to \$1,000 a year for maintenance is available on the basis of financial need. The value of each scholarship is not to exceed \$1,600 per year. Scholarships are awarded on the basis of quality of high school record, recommendations, performance on College Board tests and personal promise. The program is of an experimental nature and initially was scheduled for college freshmen entering September, 1951, and 1952. We do not know at the time of writing this article whether or not this specific program will be continued. These scholarships are an example of a school administered program.

#### **Ford Motor Company Fund**

Another program carrying out the Ford name is that of the Ford Motor Company Fund. Approximately 70 freshmen scholarships are to be awarded annually on a competitive basis to sons and daughters of their employees. The recipients may attend any college, university, or junior college of their choice, provided it is their intent to earn a bachelor's degree in liberal arts or sciences in the normal four-year period. The awards cover full tuition and academic fees and stipends toward living costs. The stipends will be slightly below actual costs in the hope and expectation that each recipient will meet some of the expenses by part-time and summer work. This Fund will also contribute \$500 annually toward the general education budget of a private college or university attended by one of its winners. A recipient who maintains satisfactory personal and scholarship standards will retain the scholarship throughout the normal period of college attendance. Information may be

obtained from the Fund, Dearborn, Michigan. This is an example of funds available to the children of members of a particular group.

### Opportunity for Ability

In recent years student aid at every level of training has loomed into major importance both for those administering the assistance

as well as the recipients. There are differences in how various foundations and specific programs are administered. The big scholarship programs and the small ones as well, however, all have one major aim in common. Individuals with ability who need financial help to further their educational plans should be afforded that opportunity for themselves and society.

### We Saw It in the Popular Press

*Changing Times, the Kiplinger Magazine*, June, 1952. Parents are given down-to-earth suggestions for opening the eyes of their children to the work-world around them in "Helping a Youngster Pick a Career."

*The New Yorker*, June 14, 1952. An interview with a 1952 engineering graduate, reported on page 25, reveals the current competition for technical services and describes the factors which lead to his choice of a \$368-a-month job from an array of 15 jobs urgently offered.

*The Saturday Review of Literature*, February 16, 1952. The livelihood and problems of authors are the subject of "Life on 1952's Grub Street," which suggests that possibly more than 70,000 Americans hold down salaried writing jobs in addition to the more than 10,000 self-employed professional writers who supply the major U. S. markets of books, screen, magazines, radio, and television.

*Harper's*, July, 1952. The effect of environment on the standard of living of a junior advertising executive and his family is documented with financial accounts in "How to Go Broke on \$10,000 a Year."

*Lifetime Living*, June, 1952. The first issue of a new magazine "for people who plan ahead" is designed for older readers who realize that the period after their children are raised requires as much planning as any other period of life.

*Forbes*, July 1, 1952. In discussing executive development schemes, Lawrence Stessin on page 29 reproduces a chart drawn up by some top brass with a sense of humor. The chart's title: "A Ready Guide for Evaluating Executives, in Use by Chemists, Engineers, Trainees, and Students throughout the General Office."

*a social work leader  
looks at*

## VOCATIONAL GUIDANCE

I HAVE HEARD some vocational counselors describe their jobs as the not too interesting one of helping others find jobs. Help as concrete as this must be given, but it involves in one way or another forces vast and deep. The vocational counselor who would help others will miss both the challenge in his own job and the opportunity to help others discover the challenge in theirs, if he fails to sense what the counselee may be seeking when he asks, "What shall I do with myself?"

In coming to the counselor and in asking him this question, the counselee seeks a means to a vocation, to money, and to a livelihood on which life may depend. Needing such help toward such important means, the counselee is apt to be insistent. He may literally demand that he be told exactly what he should do with himself for all time. He may demand that he be given some test that will answer this question for him. He will not be satisfied with a counselor who offers him less.

In facing such pressures from the counselee, and in himself know-

WILLIAM D. TURNER is Dean, University of Pennsylvania School of Social Work.



WILLIAM D. TURNER

ing that the service he represents cannot possibly be the perfect thing sought, the counselor must in turn face the fact that such service is necessarily limited. We shall do well to affirm right away that vocational guidance is a counseling service with a focus on the counselee's next step toward a vocation.

### Broader Functions?

Such a limited function can be as threatening to the counselor as it is to those he counsels. Should vocational counselors attempt, then, to carry broader therapeutic or counseling functions? Society's concern with therapy surely is still in its ascendancy; we could use far more psychotherapists than are currently to be had; the concerns of psychotherapy are of intense interest to many of us; and the temptation for the unpretentious vocational counselor to learn therapy or to try to indulge in it is great indeed. But we must ask ourselves whether we are prepared to attempt such a thing; whether our

counselees are really mentally ill for the most part and need the deep, inner readjustment of self which psychotherapy may foster, before they can solve their vocational problems.

If we relinquish somewhat reluctantly the role of therapist, can we at least be a counselor instead of just a vocational counselor? Granted the power for personal growth that inheres in counseling, does the vocational counselor weaken his power to help if he limits himself to aiding in the search for a vocation? Almost everyone seems to be trying counseling of one sort or another these days. Some psychoanalysts are trying short-term psychoanalysis which looks very much like counseling around reality problems. Social agencies concerned with family welfare are instituting new counseling programs. And the psychologists have entered the field. When we see so many different professions moving so enthusiastically into a broad counseling function that takes almost any kind of human problem for its own, are we handicapping our service by helping persons only to find their life work?

#### Limiting Objective and Service

I have already emphasized that the choice of one's life work is no mean one, even for the particular present in which the choice is being made. I want to go even farther than this and suggest the basic merit in limiting our objective and our service.

When one takes a thorough look at *any* form of psychological helping, one sees limits in it. For instance, the psychotherapist cannot himself provide financial relief; his fees may in fact aggravate the need. The psychological counselor

may be in the same position; and he may be equally unprepared to offer a therapeutic service which some of his counselees may sorely need. The family caseworker is in no position to give psychotherapy to all whose need for it may be evident and urgent, and his agency's defined function may even limit the financial relief for which the client may ask.

There is a universal limitation of the time available from the helping agent. Even we do not like these limits. Even we do not want our helping relationships to end in the counselee's responsibility for his own self, to which the relationship is actually dedicated.

However, there is in the limited function of vocational guidance not only a source of irritation for both helper and helped, but a power which that helping process may utilize for its own proper ends. The counselee comes to us with the need to gain control over his future. We must tell him that we wonder whether this is entirely possible and that when that future comes he may then want to control it differently. He asks us to tell him exactly what he should do during the next decade or so. Then we must confess that such second-sight is not one of our assets as vocational counselors. The counselee will ask for a test that will point to the very job he should seek, or to the particular course of study that will prepare him for such a job. We then must share with him the truth that no test or battery of tests can tell him that much about himself, but can only help him judge what level of aspiration may work for him. We must say that the tests may at best suggest a general *type* of occupation which *at this moment*

might contain a variety of jobs at one or more of which he might look, while considering the many factors beyond the tests themselves upon which a vocational choice must rest. Or the counselee may hesitate to submit himself to any tests at all, in fear of some truth about himself that he suspects they will disclose to him. Then, if we happen to be using tests for such value as we believe they may have, we must say that we do have that belief and that we think we cannot give the help sought unless the counselee can take the tests.

### Focus of True Helping Process

Any one of the impacts I have just outlined can become the focus of a true helping process within a vocational guidance setting. This is because anyone who comes for help even on an apparently circumscribed problem brings not merely that problem in a vacuum, but himself who ultimately must solve his problem and live with its solution, with and without our help. We meet the counselee as a *person in a point of time* and in a *relationship to an inescapably limited service*. No matter how urgent the problem, no matter how great our eagerness to be of all help possible, we cannot escape for long the limits which we respectively encounter within ourselves, our relationship, and the setting of that relationship.

What, then, may we hold to as vocational counselors? Simply to that service which our skill and our setting prepare and enable us to give. The counselee must come to terms with the present, with all the limitations and possibilities which it has. In learning to live with his immediate present, he will have learned to live with some of his future presents. The choice of a vocation involves living through time, and a succession of choices as life introduces unforeseeable circumstances. We cannot help our counselee decide about himself for all time. We can help him decide about himself for now, accept the necessity of later decisions, and prepare himself for them by making those which are possible now.

I think we may see in all this that we as counselors cannot play a passive role, only listening and ever listening. Neither can we force the counselee or lead him by his hand. We must, nevertheless, play an active role, momentarily symbolize life's characteristic limits as well as its opportunities to the counselee. We must without fail accept ourselves and these limits if we are to help the counselee make any use of them at all. This means that the very limits of our service serve as the foundation of the finest service we can give a counselee who wants to know what to do with his life.

*You and Your Job—Job Planning for Youth in a Defense Economy* is a new pamphlet designed to help young people achieve continuity of planning between pre-service, military service, and post-service activities. It is available upon request from the Bureau of Employment Security, Washington, D. C.

# Job information for the MENTALLY RETARDED

KATHRYN-LEE KEEP

SOCIETY HAS MADE commendable progress in the care and training of the mentally retarded. The slow child usually receives specialized care; but as he leaves the schoolroom, the world becomes less understanding. He goes to work, often on a job that someone thinks he can do because it seems simple. The person who introduces him to the job all too frequently gives him a quick verbal explanation of the work and walks off, leaving the new employee on his own. The boy makes a mistake. He may make the same mistake over and over before the supervisor discovers it; a faulty habit pattern is established which the boy will have difficulty in unlearning. He will probably be "bawled out" by the foreman. He may be fired without having had a chance to learn a job which he might have performed successfully.

## Errors in Placement

We find three errors common in the placement of all new workers, which are particularly serious in the placement of mentally slow beginners: (1) There is insufficient knowledge of the job; (2) individual aptitudes are not studied in relation to the demands of the

job; (3) the job is not properly presented and taught.

The need for job analysis in the placement of the mentally retarded is basic. Two pamphlets published by the Occupational Analysis Division of the United States Employment Service provide information on job analysis: (1) *The Training and Reference Manual for Job Analysis* tells how to make job analyses and includes a check list of characteristics of workers required in working situations. It may be obtained for \$.30 from the Government Printing Office, Washington 25, D. C. (2) *The Guide for Analyzing Jobs*, available from the same source for \$.15, explains in a more elementary manner how to observe a job and how to record your observations.

A good place to begin in analyzing jobs suitable for the retarded is to determine local occupations in which the subnormal are successful. These will be largely in semi-skilled and unskilled fields. Part IV of the *Dictionary of Occupational Titles*, "Entry Occupational Classification," describes fields of work into which people may enter as beginners. It is used to classify an applicant for employment who is not fully qualified for a specific job on the basis of training or experience, but whose abilities, interests, and training in-

KATHRYN-LEE KEEP is Senior Counseling Technician, Pennsylvania State Employment Service.

dicating that he could take a beginner's job in a certain field. Most of the jobs suitable for the retarded are listed under the headings of Service, Agricultural, Mechanical, and Manual occupational fields. Simple clerical work should not be overlooked.

To illustrate the use of Part IV, suppose we are trying to determine some of the jobs suitable for a boy who has been in a special class in woodworking. We would look at entry jobs at various levels of skill. First, under Wood Bench Work, Code 4-X6.32, we would find beginning woodwork jobs requiring the "skillful use of handtools. . . ."

If the boy could not learn to read blueprints, use complicated measuring devices, or operate machines, we would turn next to woodworking jobs listed under the code denoting need for lesser skills, for Wood Bench or Shop Work, Code 6-X4.32. These entry occupations listed here seem to suit the boy's abilities and training. Job descriptions of these occupations, also published by the United States Employment Service, provide background information on a national level. These descriptions can be adapted for local use by checking the details against the same jobs observed locally. Part IV of the *Dictionary* may be obtained for \$7.75 from the Government Printing Office in Washington, and a list of job descriptions with prices are available from the same source.

### **Beginning a Job Analysis Program**

How can we begin a job analysis program for counselors of retarded persons?

1. Co-operate with your local State Employment Service, where personnel are available to assist in setting up a job analysis program

and to instruct in simplified job analyses. Occupational materials are also available through this office.

2. Discover where the mentally retarded are employed. This will give you a list of sympathetic employers and point out potentially suitable jobs.

3. Visit these places of employment and analyze the jobs on which the retarded are working successfully. As you become more skillful, observe other occupations in the business which you and the employer believe might be suitable for the retarded worker.

### **Visit Classes for Retarded**

Also visit the special classes for the retarded in your community in order to observe the older students at work, to note what skills they are learning, and to think of these skills in relation to local job opportunities. You will probably find certain operations required on the job for which they need more training and also additional occupations for which they are suited but for which they are not receiving training. The next logical step is to find out whether the needed training can be integrated into the school curriculum for these students.

About two years ago, Gertrude Barber, Coordinator of Special Education in the School District of Erie, Pennsylvania, and the writer started by visiting the special classes together, so that I might learn more about the skills being taught and so that we could then relate these skills to job possibilities. For example, the senior high school classes for intellectually limited girls were teaching cooking, sewing, maid service, waitress work, and homemaking. We related the skills they were learning to perti-



nent entry jobs, described in Part IV of the *Dictionary of Occupational Titles*, and studied the requirements of these jobs. Meetings were held with the special class teachers at which local employment opportunities were discussed. With the help of Miss Barber, the teachers revised the occupational unit of the curriculum to include job information on the kinds of work these students would be able to enter. Field trips were made by teachers and pupils to places of suitable employment. Students were assisted in finding employment both by teachers and through the use of the State Employment Service counseling program. This year the special education staff was given simplified training in job analysis, using *The Guide for Analyzing Jobs*, referred to above. The teachers are making analyses of jobs selected jointly by them, their coordinator, and our

office as appearing to be suitable. As a result of this study, the *Handbook on Curriculum for the Mentally Retarded* is to be revised to include a section on pertinent occupational information.

Until such time as we analyze occupations and determine suitability of a job for a person by matching his abilities to the job requirements and until we stress the preparation of the employer for teaching the job to the retarded learner, we are wasting manpower and contributing to the frustrations of the misplaced worker. Experience and studies prove that the mentally retarded can do a great variety of jobs. We must not add to the many problems of the retarded. Rather we should make every effort to be certain that these workers are utilized and that they realize the happiness of contributing to the community as useful citizens.

### ***More on Counseling the Mentally Retarded***

Suggestions for the counselor of the mentally retarded were summarized as follows by B. W. Barker, a rehabilitation counselor with the Maryland Division of Vocational Rehabilitation, in a paper on the "Preparation of Retarded Clients and Employers for On-the-Job Training and Placement" presented at a recent meeting:

"... to accomplish an effective on-the-job training program and eventual satisfactory employment for the retarded client, it is our experience that the counselor should:

- "1. Understand his client and the job thoroughly;
- "2. Have a deep conviction of the eventual employment possibilities for the mentally retarded;
- "3. Build the client's self-esteem and his realistic sense of his specific abilities;
- "4. Orient and counsel the client repeatedly in areas that are taken for granted with other clients;
- "5. Arrange for conferences with and depend upon the help from the client's family;
- "6. Arrange for a cooperative understanding and coordination of efforts with the employer during the 'breaking in' or training period;
- "7. Be assured that the period of counseling does not end with the placement."





*A class in industrial occupations and processes on a field trip*

## **Industrial Relations**

by HARLAND FOX

## **JOBS**

**W**ITHIN THE last 20 years, but especially since World War II, the demand for qualified persons for industrial relations jobs has increased considerably. Recent accent on "human relations" in industry as well as increased importance of trade unions have contributed most to the growing number of jobs available in the industrial relations field.

The range of skills and responsibility in industrial relations jobs is, of course, considerable. Management positions range from top

level staff jobs, such as personnel director and labor relations director, to the specialized, technical jobs, such as employment interviewer and job analyst. Between these extremes lie positions such as training director, wage and salary administrator, and employee counselor. For nearly all of the management positions, analogous jobs in government and military service can be found. Selected management and union jobs have been described in detail in *Jobs in Industrial Relations* (1947) and *Industrial Relations Positions and Personnel* (1950), published by the University of Minnesota Industrial Relations Center.

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HARLAND FOX is Research Fellow, University of Minnesota Industrial Relations Center.

For an increasing number of high school graduates the union movement offers interesting and numerous careers. In practically all cases, union executive positions from business agent to officers of national unions are filled only by persons who have come up through the ranks of the union movement. However, an increasing number of staff jobs—especially at the national level—are open to persons from outside the union movement. Among these jobs are research staff members, public relations director, editor, educational director, counselor.

These staff jobs—in union as well as in industry—generally require professional training of some degree and professional skills which, by and large, must be provided at the university level. As a result, specialized training in industrial relations is becoming an important part of the curricula of many universities, among which are the following: California (Berkeley), Catholic, Chicago, Columbia, Cornell, Harvard, Illinois, Marquette, Massachusetts Institute of Technology, Minnesota, New York, North Carolina, Pennsylvania, Princeton, Southern Methodist, Stanford, Washington, Wayne, Wisconsin, and Yale.

### Curricular Offerings

Curricular offerings of the above universities were analyzed recently by staff members of the University of Minnesota and reported in detail in the *Personnel Journal* for September, 1951. The 13 most popular "typical" courses offered in these universities are listed below, in the rank determined by multiplying the median time devoted to the course by the number of schools offering it. These course

descriptions were developed by grouping individual courses of comparable content; none of the descriptions may fit any particular course offered in any of the universities listed.

● *Union-Management Relations:* Problems of conflict and cooperation between union and management. Objectives of labor and management, mutual as well as conflicting interests. Principles of collective bargaining, mediation, and arbitration. Content of labor contracts; provisions for their administration. Union and management offensive and defense techniques compared.

● *Role of Government in Industrial Relations:* Economic aspects of labor legislation, including minimum standards in wages, hours, working conditions; unfair management and union practices; protection of women and children in industry; social insurance. Legal restrictions on weapons in labor-management conflict; government's role in encouraging and implementing labor-management cooperation and industrial peace. Role of various government agencies; court activities and legal procedures.

● *Personnel Administration:* Organization and administration of personnel function in industry. Concepts of personnel department functions and procedures, manpower requirements, labor market analysis, job classification, wage administration, scientific personnel selection, industrial training, employee morale, safety engineering, training and discipline, community relations.

● *Industrial Psychology:* Psychology in industrial situations. Interviewing, testing, rating methods. Personnel classification and procedures. Psychological approach to

problems of industrial efficiency, training, work methods, accident prevention, motivation.

● **Trade Unions:** Historical development. Organization and internal management of most important labor organizations. Trade union objectives with particular reference to control of labor supply, job security, wage elevation, hours reduction, retirement benefits, voice in management mutual benefit organizations. Major problems of labor organizations in connection with internal discipline and unity, internal government, inter-union cooperation, worker education, public relations, labor racketeering. Union offensive and defensive techniques.

● **Vocational and Occupational Psychology:** Investigation of occupations to give students background of information for effective counseling. Determinants of individual differences and their manifestations in intelligence, aptitude, and interest, with special reference to vocational guidance and occupational adjustment. Techniques of case study and interview methods.

● **Social Security:** History and development. Problems of old age dependency, industrial health, industrial injury, economic risks of unemployment.

● **Labor Problems and Labor Economics:** Labor problems and economic consequences. Efficiency of manpower allocation; utilization. Manpower management goals. Wage determination; unemployment problems. Roles of management, labor organizations, and government in connection with proposed solutions to labor problems.

● **Industrial Relations Seminar:** Currently important issues in industrial relations. Emphasis placed

on case study and analysis and individual work of students in fields of own special interests.

● **Psychological Tests and Measurements:** Historical development. Applications to general intelligence, aptitude, attitude, interest, general personality measurement. Principles of test construction, standardization, validation, and reliability. Interpretation of test results.

● **Public Opinion and Propaganda:** Determinants of opinion; methods of measurement. Construction of attitude questionnaires, sampling methods, interpretation of results. Applications of polling to elections, morale, and general social issues. Principles of propaganda, evaluation of techniques, and their effectiveness in social control.

● **Human Relations in Industry:** Sociological and psychological aspects of industrial organization. Problems of individual motivation and personnel adjustment in industrial situations. Group influences, group adjustments, particularly those related to interaction of labor organizations and management and their impact on community life. Problems of morale and cooperation; analytical techniques.

● **Public Personnel Administration:** History and legal background of civil service, personnel agencies, classification, recruitment, examination techniques, promotion, service ratings, training, discipline, employee organizations, retirement. Powers of public personnel administrators in removals, suspensions, penalties, etc. Pension provisions and veteran preferences.

Of particular interest is the relative importance of courses designed to provide students with knowledge of occupational information. The importance of occupational information probably is acknowledged—

from many different points of view—in almost every course in industrial relations. But three-quarters of the schools studied provide specific instruction on the availability and use of occupational information in vocational guidance.

At the University of Minnesota, for example, four quarters work in psychology deals exclusively with vocational and occupational counseling. A basic part of this work is based on analysis, use, and evaluation of occupational information.

### News from the Veterans Administration

Veterans who have performed active military duty since June 27, 1950, are now entitled to certain education and training benefits under the Veterans' Readjustment Assistance Act of 1952 (Public 550, 82nd Congress) signed by the President in July. It differs somewhat from the earlier Public 346 78th Congress as amended, which provided education and training benefits to World War II veterans.

The earlier law did not require the veteran to select an objective; the new law requires him to select an educational, professional or vocational objective and a program of education or training designed to assist him in reaching his objective.

Under the earlier law, a veteran could change his course of training a number of times provided certain conditions were met. Under the new law, only one change of program may be authorized.

Forty-eight months was the period of entitlement allowed to veterans of World War II under the old law; the new provides a maximum of 36 months to the veterans coming under the Act.

The effect of the new law on the VA vocational counseling program will be described by C. Harold McCully, Director of the Advisement and Guidance Service for Vocational Rehabilitation and Education of the Veterans Administration, in the October issue of the *Personnel and Guidance Journal*.

# BALTIMORE SCHOOLS

## *follow up students placed*

by J. LEONARD HIRSCHHORN



WHEN GRADUATES or non-graduates of the Baltimore Public Schools are placed in jobs through referral by the Public School Placement Service, they are not forgotten. Their records are not simply placed in a storage file, but are used to follow up these former students after placement. The purpose of this follow-up program is to: (1) Improve our counseling and adjustment of the individual on the job, (2) increase our knowledge of trends in employment, (3) obtain practical suggestions for curriculum revision, (4) indicate an interest in the student who is placed, and (5) improve our relationship and service to both employer and employee.

### **One-Year Follow-Up**

At present the follow-up program extends over a one-year period. Previously, contacts had been

J. LEONARD HIRSCHHORN is a Placement Counselor, Baltimore Public Schools.

made at the end of two and three years, but this was found to be impractical and the results were too sparse. Now contacts are made with both the employer and the employee during the first year of employment. The employee receives follow-up forms at the end of three months, and of one year; the employer, at the end of six months. The three-month employee follow-up is carried out by means of a double postal card which tells whether the employee is still in the original job or if further help is desired. Six months after the date of placement, contact is made with the employer by letter to obtain additional information pertaining to the employee, his preparation for, and his adjustment on, the job. This letter requests a report on the employee's work, attitude, undesirable traits (if any), weaknesses in school training, his reason for leaving (if applicable), and other pertinent information. The final follow-up

of the employee occurs at the end of the first year of employment, when he is asked for data concerning his present position, salary, duties, reason for leaving (if applicable), further education, school subjects found to be most useful in his work, training needed but not acquired in school, and whether further assistance is needed. In addition, frequent contacts are made with the employers through personal visits and telephone calls.

The information received is of interest to both the Placement Service and the schools. Therefore, a cumulative record of returns is kept in order to accumulate data for improving service to the employer and employee. The schools are interested in the remarks concerning pupil training and preparation for work. The present program of follow-up was inaugurated in November, 1949. The first comprehensive study of this material is planned for November, 1952, by which time it is felt sufficient data of value will have been gathered.

#### 1950 Graduates

An informal study has been made of the follow-up of students who were graduated in February and June, 1950. The approxi-

mately 60 per cent who were still with the original employer after one year indicate that most of the group are adjusting successfully. It is also interesting to note that approximately 30 per cent of the group had received raises in salary and/or promotions in this first year. Employers rated the work and attitude of the group very high, with only 3 per cent having been discharged because of unsatisfactory work or attitude. About 67 per cent of those who left their jobs entered the armed forces and 12 per cent returned to school. Only 8 per cent of the boys placed left the first job because of dislike of the work, salary, or lack of work. As might be expected, the turnover was higher among the girls, 22 per cent of whom changed jobs in the first year of employment.

Both employers and employees seemed to feel that school background was adequate, with occasional reference being made to preparation for work which might not be within the province of the school.

The Placement Service believes that when the first complete study is made, much information of value to employers, employees, schools, and placement counselors will be obtained.

*Workers Are Young Longer*, a new pamphlet directed to employers, personnel workers, union officials, and other individuals and organizations interested in problems of older people, is available from the Bureau of Employment Security, Washington, D. C., as long as the limited supply lasts.

**T**HANK GOODNESS for the time before school begins in the morning! That's when we counselors are comparatively free to talk with students; when I can see the boy who yesterday said, "Miss Morrow, I have been wanting to talk to you, but every time I go by your office, someone is there"; when Mr. Walker, the other counselor, can talk with the girl who wants her Kuder interpreted; when the French teacher can go over Tom's record with us to decide whether he is wasting time in trying to pass French; when the parent who works may talk over her son's vocational plans. I wish it were also the time when the employer with "a good job for 10 of your boys, if they can be here by 3:15" would call; when the housewife would flash her SOS, "I need a baby-sitter for tonight—the one you sent last week is fine, but I've lost her 'phone number—could you find her for me?" All too often such requests come at two minutes before three on the day our student helper is sick, or we must leave at three for a meeting.

#### Information Bureau

Just before school opens, the counselor's office becomes an information bureau. Some questions are easy. Others can't be answered without a telephone call, a conference with a teacher, or reference to the Counselors' Handbook. "Where do I get my work permit if my job is in Maryland?" ... "Do I have to get a social security number?" ... "Have you calls for girls to be models?" ... "Can you help me get a job fighting forest fires in Montana next summer?"

ELIZABETH C. MORROW is Counselor, McKinley High School, Washington, D. C.

*It's all in a*

## HIGH SCHOOL COUNSELOR'S DAY

says ELIZABETH C. MORROW

... "Will you put my name down for the Civil Service Typing Exam?" ... "My boss said to ask you for an Intention-to-Employ Card." ... "Mr. Henry wants another after-school typist just like me."

The nine o'clock bell rings, and the stir of people passing in the halls and the hum of friendly conversation cease. A speaker arrives to tell our boys about induction into the armed services. A representative of the Graduate Nurses Association comes to meet with girls interested in nursing. The 9:10 bell summons the two assemblies, where talks, films, and questions will last about 40 minutes; then the regular classes begin.

Mr. Walker and I spend the first period on a display of the materials the speakers left with us. Then several boys respond to a bulletin notice posted after our job application file revealed no suitable applicant for a car-washing job in a filling station.

#### Teacher Recruitment

During the second period I walk with a group of seniors interested in the annual Teacher-Recruitment Day visit to a nearby elementary school and teachers college, ar-



ranged to give students more information about teaching.

At a third-period conference called by the principal, the counselors serve as consultants to third-semester homeroom teachers. We show how cumulative records may be used in helping students to plan their long-range programs.

After lunch Mr. Walker and I meet with 9B girls and boys at a nearby junior high school. We discuss our school's student activities, the courses offered, and the subjects which prepare for certain vocational fields. We hurry back to school for a sixth-period sociology class, which has been studying a unit on matching aptitudes and job requirements. We answer questions about aptitude testing. Then we return to our office, where several students are waiting. While I take care of their requests, Mr. Walker accompanies the machine-shop class to the local transit company, to observe jobs open

to persons with aptitude for shop work.

The bell for the last period rings, and the first of the eighth-semester girls with whom I have appointments for terminal interviews appears. During the next half hour Sue and I go over her record: grades, scores on standardized tests, Kuder profile, participation in student activities, and the like. We talk about her educational and career plans, and what she has done about a summer job. The closing bell rings while I am talking with a second girl. She leaves with a referral card for the job for which she wants to apply.

Once more the hum of conversation and the noise of passing in the halls diminishes. I take some student folders from the files. I know that most of the students have gone and that I will have some uninterrupted time to prepare for tomorrow's terminal interviews.

### ***—If We're Got Zip . . .—***

. . . it's because — among other reasons—we've got pictures. We've got pictures because of the assistance of: The Bureau of Labor Statistics, which supplied the shot of Ewan Clague . . . Radio Station WWL, New Orleans, which snapped Job Researcher Lawson (white suit) as he interviewed WWL Chief Engineer J. D. Bloom . . . Michigan State Employment Service, which caught a member of the Occupational Testing Unit demonstrating the GATB pegboard . . . The George Washington University, whose registration line is shown winding round the block . . . William D. Turner . . . The *Industrial Bulletin* of New York . . . and Leona C. Buchwald, who supplied the Sussman-Ochs photo of a Baltimore placement interview at City Hall.





# A theory of VOCATIONAL CHOICE

## RECENT DEVELOPMENTS

by LEONARD SMALL

OUR READERS are probably acquainted with Ginzberg's theory of vocational choice, the basic components of which are these: occupational choice is a process; the process is largely irreversible, that is, once made a decision is not easily unmade; each choice is essentially a compromise between subjective elements and reality. The process of choice-making, according to this theory, involves three periods: *fantasy* choices (before 11 years of age); *tentative* choices (between 11 and 17); and *realistic* choices (between 17 and young adulthood). The *tentative* and *realistic* periods involve sub-stages.

A theory gains or loses credence through additional research, and its ability to explain phenomena observed in individual cases. The latter method of testing this theory is the task of the counselor. In a recent review, Harry D. Kitson compared the theory with other research. He was unable to accept readily that the process is largely

irreversible because, as he says in his review, "... among the general run of workers, a change from one occupation to another is relatively easy and common. . . . Even in professional fields . . . among 1,000 persons listed in *Who's Who in America*, 16 per cent changed one or more times to an occupation completely different from that held previously. Sixty-one per cent of these changes were made between the ages of 25 and 61."

### Personality Determinants of Vocational Choice

At the Vocational Advisory Service we also have been able to compare Ginzberg's findings with some results of our research in vocational choice-making. This study of "Personality Determinants of Vocational Choice," supported by a research grant from the National Institute of Mental Health, U. S. Public Health Service, was conducted during 1951, and the findings will be reported in the near future in *Psychological Monographs*. Our experience led us to assume that vocational choice is a function of the *ego* (primarily the sense of and capacities of the self) involving a compromise between fantasy (sub-

LEONARD SMALL is with the Vocational Advisory Service, New York City.

jective wishes) and reality. We tested this hypothesis: Individuals with different ego strengths will show differences in the role played by reality and fantasy in the making of their vocational choices.

Separate measures of the reality and fantasy factors in the vocational choices of 144 boys enabled us to test two components of Ginzberg's theory: (1) Choice as a process becoming progressively more realistic, and (2) choice as a compromise between realistic and subjective elements. We found no evidence of a linear relationship between age and realism among equal numbers of boys in the ages 15, 16, 17, 18, and 19. A change in direction takes place at each age level in the groups we studied. Sometimes the change is toward greater, and at other times toward less, realism. Our group of better-adjusted boys (stronger egos) consistently were more realistic in their choices than the maladjusted boys (weaker egos), indicating that strength of ego contributed more to realism than does age.

#### Fluctuations in Realism

Fluctuations in realism were observed when the first and second choices of each boy were compared. Better-adjusted boys were less realistic in their second choice than in their first. Maladjusted boys were more realistic in their second choice than in their first. We believe that these differences emphasize the dynamics of ego balance, in which perception of reality is constantly being integrated with fantasy. The better-adjusted boys throw the full weight of their reality perceptions into their first choice; then fantasy is given some satisfaction in the second choice. In maladjusted boys, fantasy dominates the first choice

and yields somewhat to reality in the second.

This interpretation of these shifts in realism was supported by our study of the fantasy components of vocational choices. The better-adjusted boys moved from environment-involvement fantasies in their first choice to environment-avoidance fantasies in their second choice, while the opposite movement took place among the maladjusted boys. Vocational choice is not only a compromise between reality and fantasy, but also between *types* of fantasy.

#### "Compromise" Element

This brief comparison of Ginzberg's theory with other research lends credence to his "compromise" element. Now we may consider how "compromise" is achieved. Compromise implies that reality perceptions are used to curb, mitigate, or redirect the impulses of fantasy. The perception of reality and the control of impulses are ego functions. Therefore, compromise in arriving at a vocational choice is an ego function. The ability to make satisfactory compromises is recognized as indicating the adequacy or strength of ego. Thus, the first element of an acceptable general theory appears to be that vocational choice is an ego function, and, secondly, that it involves a compromise between objective and subjective factors.

Postulated in these terms, additional research may support those parts of Ginzberg's theory which hold that choice is a developmental process and is irreversible. In a study of the development from fantasy to reality emphasis, it is actually the development of the ego that is being observed. Yet the ego probably does not develop in the

simple linear way that Ginzberg implies, especially during adolescence. Reality perception may be weakened temporarily by the need of the ego to defend itself against the strong tide of impulses accompanying puberty. To assume linear progression is to over-simplify a complicated developmental process.

What may prove to be irreversible is not the choice itself, but the *mode* of choice-making. That is, once reality becomes the chief consideration in choice-making, it probably remains the major determinant. To switch from one occupation to another may be evidence of

accurate reality perception in one person and poor perception in another, depending upon the reality factors involved.

The dual character of the theory (reality and fantasy) emphasizes the need to take account of ego strength in vocational-choice research. Further studies in which this factor is as constant as feasible should make possible a test of the relative importance in choice-making of each of the multitude of objective and subjective factors customarily recognized as determinants but not yet integrated into a sound theory.

### *News from Bureau of Employment Security*

The United States Employment Service, Department of Labor, is currently conducting a survey of the costs and benefits of Employment Service-secondary schools cooperation in 13 states. A summary of the findings will be available in late November.

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A subcommittee of the Interstate Conference of the Employment Service Administrators has sent questionnaires to all State Employment Service agencies asking for estimates of the number of young people in their states who need Employment Service testing, counseling, and placement services, and of the proportion the Employment Service could serve in the next two years if funds were available.

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The headquarters office of the United States Employment Service, through its Selective Placement Consultant, is preparing a series of interviewing aids for the placement and counseling of workers with specific disabilities. Preliminary reports are now ready on the placement of the tuberculous and cardiacs.

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The newly developed machine-scorable separate answer sheet for the General Aptitude Test Battery will be ready for use by state agencies on or about September 15.

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### *News from Bureau of Labor Statistics*

Counseling and placement services for older workers significantly increased their chances of placement in new jobs, according to facts gathered in public employment offices and included in a new report by the Bureau of Labor Statistics, Department of Labor. The study, which is entitled, *Employment and Economic Status of Older Men and Women*, brings together information on the aging of the population and the labor force, on life and work-life expectancy, on income and sources of income of older persons, on retirement and pension programs based on employment, on the extent to which older workers eligible for pensions continue in employment, and on job experience of older workers. The 64-page illustrated report, prepared by Helen Ringe, may be purchased from the Government Printing Office, Washington, D. C., for 30 cents.

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*Employment Outlook in the Merchant Marine* (30 cents), *Employment Outlook for Earth Scientists* (30 cents), and *Employment Outlook in Accounting* (20 cents), are the three latest Bureau of Labor Statistics outlook bulletins to go on sale by the Government Printing Office, Washington, D. C.

### *News from Office of Vocational Rehabilitation*

The Proceedings of the Fifth Annual Conference of State Rehabilitation Supervisors of Guidance, Training, and Placement were published in July by the Office of Vocational Rehabilitation, Federal Security Agency. The three parts include Total Evaluation of the Severely Disabled Client, Rehabilitation of the Mentally Retarded and Emotionally Disturbed, and Rehabilitation Programs for the Homebound. Included in Part II is a study by S. G. DiMichael and W. B. Terwilliger on "Counselor's Activities in the Vocational Rehabilitation of the Mentally Retarded." A limited number of copies is available for distribution.

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A new book on *Psychological Aspects of Physical Disability* is being prepared under the editorship of James F. Garrett and will be published by the Office of Vocational Rehabilitation, Federal Security Agency. The chapters deal with several handicapped groups, including the deaf, hard of hearing, poliomyelitic, cerebral palsied, tuberculous, amputees, blind, and others. Authorities in the rehabilitation of each handicapped group are contributing authors. Copies will soon be on sale by the Government Printing Office, Washington, D. C.





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1952-1953

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